

NEED ANALYSIS OF LEARNING ENGLISH OF THE STUDENT IN INDONESIAN ISLAMIC HIGHER EDUCATION

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ABSTRACT

This research highlights Students needs in Learning English in Indonesian Islamic Higher Education. The objective of the research is to explore the needs of Tafseer Qur'an students in learning English. Qualitative case study research method was employed to describe a phenomenon on students' needs in learning English involving 57 of Tafseer Qur'an students and 1 English Lecturer. The data were collected employing questionnaire and interview. The data from analyzing students need were obtained by using the combination of need analysis approaches of Hutchinson and Waters (1987) & Dudley-Evans & St. John (1998); (1) present situation analysis, (2) target situation analysis, and (3) learning solution analysis. The result of the research indicates that Students need to improve their grammar, pronunciation and vocabulary mastery. Islamic content is required to be attached in the English materials. They chose learn outside the classroom, learn in small group and using picture, video, and audio recording as the methods in teaching and learning English. This study also showed that the speaking and listening are the most important skills in learning English.

Keywords: Students' needs, need analysis, English language learning

INTRODUCTION

In nowadays, English is also presented in Islamic higher education not only as a general subject for all various study programs but also as a field of language education faculty. Based on this situation, an integration of English learning and Islamic values is used by the lecturer in presenting English content for the students, especially for Islamic Studies Program. Hendriani (2016) claims that, in teaching English for Islamic Higher Education, specifically, there is one more thing to be considered i.e. Islamic values. In order to provide relevant English course for the Islamic Higher Education, however, the educator may use need analysis (NA) to determine the appropriate materials and ways in teaching English. Tzozou (2014:59) states that need analysis has a vital role in the process of designing and carrying out any language course. It means that, need analysis cannot be separated with English language teaching and learning process.

The purpose of need analysis is to enable the teacher translating the students' needs into linguistic and pedagogical term in order to teach an effective course (Mackey, 1979). Dornyei (2001:140) recommends that to make the curriculum and teaching materials relevant to the students, it should use need analysis techniques to find about the students' needs, goal and interest and build

these into curriculum as much as possible. Evenly, Brown (1995) adds that teaching materials as resources in achieving aims and objectives that have already been set in terms of students' needs for teaching materials should be at the service of students. Moreover, West (1994:2) claims that, determining students' needs is essential to successful language learning and teaching. It is tangible that exposing what students' needs is necessary to be done through need analysis. In the present research, need analysis is conducted to meet information from the students about their needs in learning English through need analysis approaches namely target situation analysis, present situation analysis, and learning situation analysis.

LITERATURE REVIEW

A number of researchers have conceptualized the term. Hence it might cover a broad meaning such as learners' goals, desires, preferences, demands, interest, necessities, wants, expectations, lacks, requirements and motivations, students' awareness of their rights, students' language proficiency, students' reason for taking a course, students' teaching learning constraints, gaps in students' knowledge and even students' fantasies. (Alfehaid, 2011: 55-56). The term of needs is ambiguous and distinct then needs to be clarified in order to get understanding about it. To define the need, Hutchinson and Waters (1987) divided need into two categories called "target need" commonly refers to the language item, skill, knowledge, strategies, and subject knowledge. Consider the starting point of our teaching (lack) and the destination (necessities) and some dispute to what the destination should be (want), how are we going to move from the starting point to the destination? This is another kind of need that is "learning need", indicating learning need there is some consideration relate to what methodology, technique appeal to the learner, what the learner interest, and so forth. Briefly, target need is about what to teach and learning need is about how to teach.

Richard (2001) come up with the general view of need which refers to want, desire, demand, expectation, motivation, lack, constrain, and requirement. Need according to him is depend on the judgment of a person's interest and value. In line with Hutchinson and Waters' learning need, in need analysis, Richard identifies what students are able to do and what they need to be able to do which imply an identification of learning need i.e. method, motivation and strategy are important to be analyzed in the learning analysis.

Although the scholars describe need analysis differently, most agree that needs are multiform or multifaceted, amenable to change, not constant or fixed facts, vary from one person to another depending on the interaction between individuals and their environment and on their activities, not entirely independent, always constructed, can be identified and analyzed (Alfehaid, 2011: 57).

Need analysis is firstly used in the 1920s (West: 1997). In general terms, need analysis also called need assessment refers to the activities involved in gathering information that will serve as the basis for developing some materials that will meet the learning needs of a particular group of students (Brown, 1995). In need analysis, the designer identifies the learning problem, the goals and objectives, the audiences' needs, existing knowledge, and any other relevant characteristics of students. Analysis also considers the learning environment, any

constraint, the delivery options, and the timeline for the project. During analysis, the designer develops a clear understanding of the “gaps” between the desired outcomes, and the audiences’ existing knowledge and skills (Ampa, et al., 2013).

METHODOLOGY

This research employs qualitative research which is the collection, analysis and interpretation of comprehensive narrative and visual data to gain insight into a particular phenomenon of interest. This research governs qualitative case study research that a qualitative research approach to conducting research on unit of study or bounded system. In this case, the researcher will explore students’ needs in learning English based on Hutchinson & Water’s (1987) and Dudley-Evans & St John’s (1998) theories.

SUBJECT OF THE RESEARCH

This study conducted at English class of Tafseer Qur’an Department in Ma’had Aly As’adiyah Sengkang. 57 undergraduate students in the second year and 1 English lecturer were chosen as participants in this present study. The researcher chose the second years students for the participants because they have already learned the English course in the first year. So that, the researcher assumed that they could confront the raise the information about their needs in learning English.

DATA COLLECTION METHOD

There were two instruments that were used in this research namely questionnaire and interview guide. Questionnaire was employed in this research to reveal students’ needs in learning English particularly in three areas of needs. The questionnaire was adapted from Hasan (2017). Interview guide was employed in this research to get in depth information about students’ needs and their point of view in learning English. Besides that, it was also used to investigate lecturer perception about the fulfillment towards students’ needs in learning English. The interview guide used semi-structured interview which was possible to modify depends on the situation while interviewing.

DATA ANALYSIS

The data analysis used qualitative analysis. Triangulation method also takes part in this research. In this process the researcher compared the research gained from each kind of procedure of collecting data like interview and observation. The comparing was needed to obtain a valid data as the findings of the research. The researcher used techniques of data analysis using analytical model proposed by Miles, Huberman, and Saldana (2014:11) were often referred to as interactive data analysis method. They revealed that the activities carried out in the analysis of qualitative data in an interactive and took place continuously until complete.

RESULT OF THE RESEARCH

a. Present Situation Analysis

In this case, present situation analysis describes what the students like by investigating the strength and weakness.

1) Learning abilities

The information is about the students learning abilities which related to the question 6. The purpose of the question 6 is to investigate the level of students’

ability in learning English. According to Hutchinson and Waters (1987:56) the ability to reach the target need depends on how well they can do it already, hence the target proficiency has to be matched against the existing proficiency of the students.

Table1 Students' Ability in learning English

Question 6: Please identify your strength and weakness of your English proficiency in the following area

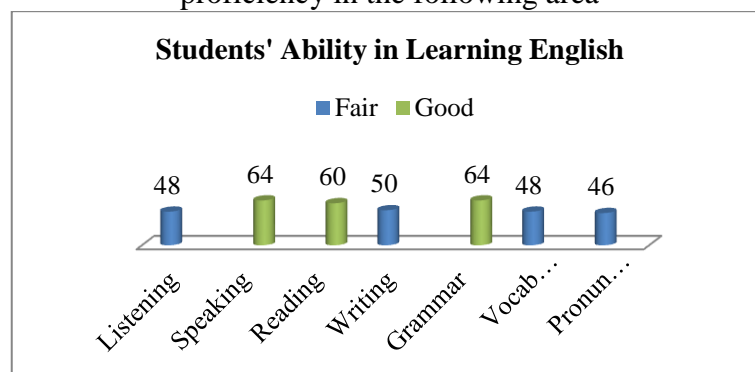


Table 1 shows that students' ability from two different groups of respondents both students and lecturer. In this case the students' abilities were analyzed based on their response through questionnaire and the lecturer response about the students' ability. Based on the table above, there are seven items included to find out the students ability. From the students' side, they claimed that their weaknesses went to the grammar and pronunciation. It followed by the result of lecturer respond in the questionnaire as stated so. From the responses between students and lecturer, it was shown that the students' weaknesses were pronunciation and listening. Pronunciation become a stand point of students' weaknesses in learning English because pronunciation as a sub-skill of speaking skills was an English language component which commonly become a difficult area to be mastered by the students. Students were weak of pronunciation mastery because students frequently got difficulties on it. It was supported by Gilakjani and Ahmadi (2011:81) which stated that pronunciation can be one of the most difficult parts for a learner to master and one of the least favorite topics for teachers to address in the classroom. The common factor which made students encountered difficulties on pronunciation was the difference between their own native language or mother tongue and the target language. Nation and Newton (2009:97) mentioned that there were several factors which effect on learning sounds or pronunciation, one of them was the learners' first language. It was also supported by Crutchers (1987:191) that the reasons of pronunciation difficulties was some sounds of the new or target language do not exist in the native language. In addition, another students' weakness was listening. Listening skills become one of students weaknesses due to the students also faced difficulties in comprehending the information either through audio or when talking with somebody who speaks in English. Rintaningrum (2018) proposed the reason contributes to why listening in English is difficult i.e. the status of the language

that English is not students' own language, they don't speak English, and English is not the first or second language, but a foreign language of the students.

Furthermore, based on the table above it is depicted that students' strength goes to speaking, reading, and grammar which categorized as good category. In line with the evidence of students' ability, the respondents in interview were also stating that:

Extract 1

IR : bagi saya belajar bahasa inggris itu sangat sulit. eee, mungkin yang pertama itu kesulitannya disini ee tidak terlalu diperhatikan karena waktu disini.. karena kebanyakan tuh disini banyaknya bahasa Arab..

[I think English is difficult. Maybe (because) the first factor is it is not focus subject her (in Ma'had Aly), because most of the subjects here are presented in Arabic].

(Interviewed on 29th August 2019)

2) Learning problems

In this part, learning problems were identified as the difficulties that arise from learning English. The purpose is to identify the students' learning needs based on their problems in learning English and to make necessary adjustment to the future instructions in the classroom. The identification of potential learning problems arising from learning English course was carried out by getting the respondent to provide their responses to a series questions about learning problems in language skills. The information on the students' learning problems was identified as follows:

Table 2 the result of Students' learning problems

Listening		
Difficult to concentrate in listen the length of information	73.02%	Often
Should have listened many times	72.14%	Often
Could only understand slow speech	72.14%	Often
Have to understand every word	58.11%	Often
Reading		
Very limited vocabulary and grammar complexity	72.14%	Often
Lack of motivation to read	58.77%	Often
Must know the meaning every word	57.01%	Often
Text content does not relevant to Islamic studies	55.26%	Often
Speaking		
Less vocabulary and grammar	86.84%	Always
Afraid of making mistake	85.08%	Always
Difficult to present ideas	72.80%	Often
Unfamiliar topic	58.11%	Often
Difficult to pronounce	56.79%	Often
Writing		
Spelling and punctuation problem	67.98	Often
Less knowledge of grammar and vocabulary	70.61%	Often
Do not know how to write well	66.44%	Often

Table 2 above depicts shows that the learning problems are divided into 4 skills. Each skill has several items which represents the problems faced by the students. In table was presented that the students about 99% oftenly got those problems in learning English. The data also displays that the potential problem the students always faced was on the speaking skills. The problems particularly are narrowed as less knowledge of grammar and vocabulary, and also afraid of making mistake. These two potential problems are probably happen in all four skills in English.

Many reasons which initiate the students face difficulties in learning English either as foreign language or as second language, besides the students have different native language, it is also because of the lack of knowledge about the target language such as grammar and vocabulary. It makes the students should be struggle on mastering the skills in learning English. Based on the responds of the questionnaire, it is found that the students encountered the problem highly on the speaking skills. According Leong & Ahmadi (2017:34) that speaking skill is regarded as one of the most difficult aspects of learning English. Many students find difficult to express themselves in spoken language. Students generally encountered the problem in using the foreign language express their thought effectively. They stop talking due to they face psychological obstacles or cannot find the suitable words and expressions. Moreover, Al Nakhalah (2016:96) found that the difficulties in speaking caused by some reasons such as fear of mistake, shyness, anxiety and lack of confidence. Besides that, Al Hosni (2014:28) reveals that speaking difficulties encountered by the students are linguistic difficulties, mother tongue use, and inhibition. Linguistic difficulties refer to the students struggle to find the appropriate vocabulary item when trying to speak in English, which reflects their insufficient vocabulary repertoire. In short, the researcher assumes that the learning problems which frequently occur among the students in learning English are lack of vocabulary, poor grammatical knowledge, and low self-confidence.

Those problems stressed by the statements of the students which presented below:

Extract 2

JD : kalau menurut saya, kesulitannya di tenses dengan vocabulary. Dua hal pokok itu yang sampai sekarang belum saya kuasai.

[I think, the problem is in the tenses and vocabulary. Those two crucial componets are the things that I have not mastered yet].

(Interviewed on 30th August 2019)

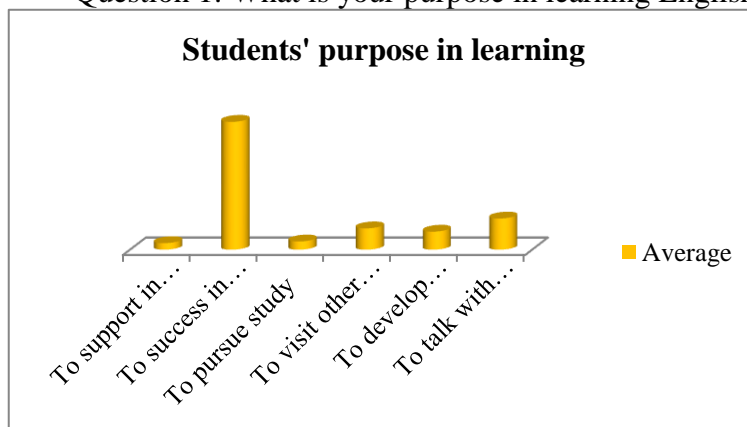
The extract shows that the student JD got difficulties in learning English because he didn't master the grammar of English and had minimum number of English vocabulary.

b. Target Situation Analysis

Target situation analysis is the collecting information about objective, target level-performance and product such as syllabus and course materials. To gather information about TSA, the researcher distributed questionnaire for the students and lecturers as a target group. The researcher focused on the learning priority

which concerned about specific context, specific skills and linguistics features. The result of the questionnaire showed as follows.

Table 3 Students' purpose in learning
Question 1: What is your purpose in learning English?



Based on the data from the table above about students' purpose in learning English, the researcher found out that the students have different purposes in learning English which depends on their tendency. The higher response is to success in the present study. It indicates that the students' purpose in learning English to enrich their knowledge in English in their learning process. It will be a supporting aspect in accomplishing their study. In the other hand, students respond vary that their purpose in English are to support them in getting job, to pursuing study in the higher level, to visit other country, to the develop future career, and to talk with the foreigner. This claim represents that the student realize that English is a beneficial thing to be learnt both for their academic, career, and for their social life. Mahu (2012) listed that in nowadays, mastering and learning English brings some benefits such as English is the most spoken language around the world, it widens someone's understanding (culture of a particular country) or our own culture from different perspective, mastering English makes someone will enjoy travelling more, allow to discover entertainment from around the world, a trendy asset for professional career, develop life skills, help native language development, make life-time friendships, and may stand out when applying for higher education. The following extracts depicted the purpose of the students in learning English:

Extract 3

YY : *saya rasa bahasa Inggris untuk Ma'had itu cukup penting karena terlebih lain kan tafsir untuk menjadi seorang penafsir saya rasa bukan hanya ahli dibidang bahasa Arab saja karena dunia ini luaskan jadi saya rasa perlu untuk dikembangkan memahami bahasa Inggris agar nantinya penafsiran-penafsiran kita kaji nantinya bisa berbahasa Inggris kedepannya orang luar juga bisa mengetahuinya.*

[I think English for (the students') of Mah'ad is quite important because for Tafseer students, to be a *Mufassir*, I think (it needs) to master not only Arabic (but also English). It is because this world is wide, so I think it needs to enrich the knowledge in English so that the (Qur'an) interpretation could be studied in English and the other people (English speaker) could understand it].

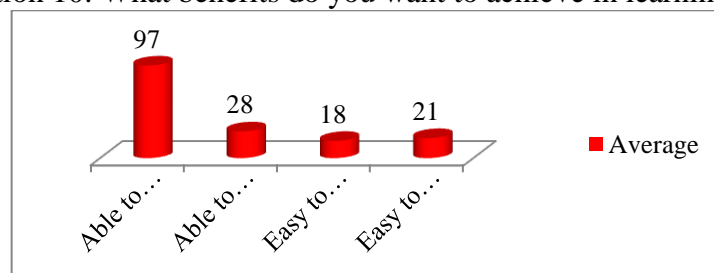
(Interviewed on 31st August 20109)

In extract 3, student YY asserted that one of the essential roles of English subject is to support him in studying Tafseer Qur'an and spreading his knowledge about it in English.

Based on the data above, the researcher concluded that majority students have purpose to be success in the present study. The researcher assumes that it is because as Tafseer Quran students, they wanted to be able to interpret the Qur'an in English. Besides, they can use English as a communication tool to spread Islam to others that speaking in English. Moreover, the students wanted to learn English because they need to communicate with the foreigner, and some students wanted to learn English in order to go abroad. Furthermore, there are a few students wanted to develop their future through learning English. However, the researcher finds that only several students learn English to support them in getting a job, and to pursue their study.

Table 4 Students' achievement in learning English

Question 10: What benefits do you want to achieve in learning English?



Based on the table above, it is found that majority students wanted to learn English because they wanted to communicate in oral or written in English. The researcher assumes that communication in oral or written is essential for the students in the future because as Tafseer Qur'an students, they can use English as a tool to interpret the Qur'an in English and they can spread knowledge about Islam in English.

In this case, the researcher concludes that the students want to be able communicate orally/written in English because they realize the importance of English itself for them. Students tend to learn English in order to improve their language skills, it allows them to more ease with English speaker, and participates more freely in English activities (Fahriani, 2017:53).

In line with the achievement of the students want to reach, the following extracts elaborated more about it.

Extract 4

NK : menurut saya sebagai mahasiswa itu bukan hanya fokus dikeagamaan jadi bukan hanya fokus di kaidah-kaidah bahasa arab perlu juga mengetahui bahasa inggris kita harus multitalenta dan membuktikan bahwa santri juga bisa jadi seperti itu semua aspeknya perlu diketahui.
iya minimal bisa mempraktekkan lah. karena kalau misalnya ee dia hanya fokus mempelajari materi-materi tanpa ada speakingnya tanpa ada prakteknya itu bisa saja hilang, seperti itu karena praktek itu penting.

[in my mind, as an Mahasantri, we are not only focus on in Arabic language rules, but also we need to know English language. We have to be multitaled and prove that Santri can (master English). So, each aspect should be known. At least, it could be practiced. It is because if he (Santri) is only focus on studying English materials without using it in Speaking practice, it could be forgotten].

(Interviewed on 29th August 2019)

Student NK stated in the extract 4 that speaking skill is the important skill which being a requisite need for the students of Tafseer Qur'an in Ma'had. The essential role of speaking skills for her is become a standard of her achievement in learning English.

Table 5 Students specific context in using English

Question 2: What context do you want to use/improve your English?

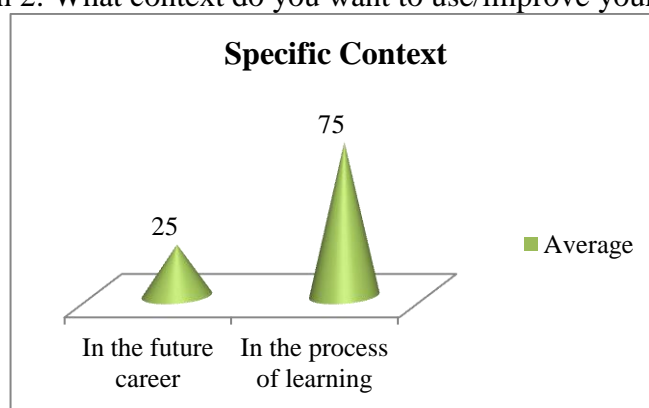
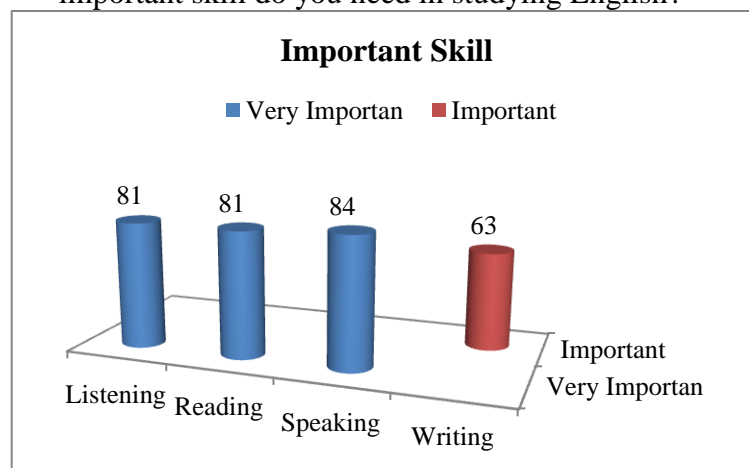


Table above shows the students' specific context in using English. It refers to the context while the students are learning English. The data shows that 75.43% students want to improve their English during the process of learning, while there are 25.56% students want to use English to support their future career. It is clearly shown that the average students tend to use English in the process of learning, while some students wanted to use English in the future career. The researcher assumes that the students have high motivation to learn English during the learning process.

Table 6 Students' specific skills in using English

Question 3: Based on your need in learning English, which one the important skill do you need in studying English?



Based on the data above, all the four skills are important to learn, based on the data it shows that 86.84% students think that listening is very important skill, 86.40% students think that reading is very important, and 93.42% students think that speaking is very important. However, 51.75% students think that writing is important. It indicates that the students acknowledge that learning English, in this case all skills in English language are highly important. One of the reasons is English has been the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors as medicine, engineering, politics, economics, international relations, and higher education in particular the most important area where English is needed (Al Khalil, 2015). In short, the specific skills that the students need in studying English cover the four English skills particularly speaking skills. It was related to the statements of the students which depicted below:

Extract 7

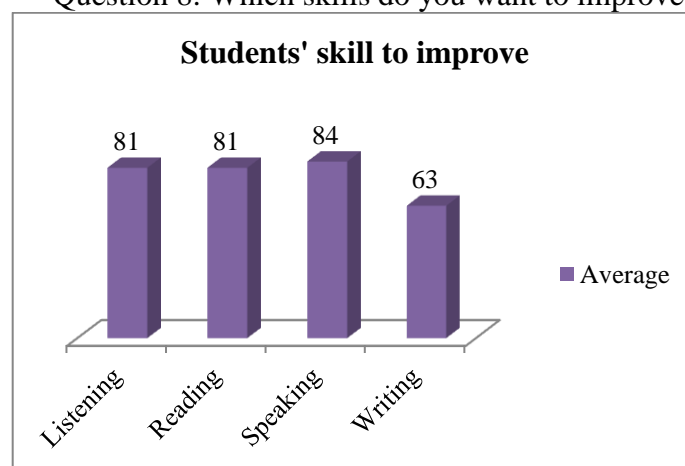
SM : *yah penting speaking, listening, writing, reading dan yah tentu penting karena kan belajar bahasa inggris itu kan sangat-sangat penting karena jika kita hanya menguasai satu bahasa dan ketika kita pergi ke negara lain dan hanya kita tidak mengetahui bahasanya lalu bagaimana kita bisa hidup disana.*

[speaking, listening, writing, and speaking are important. They are important because by mastering the four skills of English we can use it to communicate with foreigner. How could they understand if we can master all of the skills?]

(Interviewed on 31st August 2019)

The researcher implies that listening, reading, and speaking are essential skill that the students need. However, the students also choose writing as the important skill. In this case, the four skills are important for the students, but each student have their own priority among the four skills.

Table 7 Students' skill to improve
Question 8: Which skills do you want to improve?



Based on the findings above, it is clear that speaking skill become the focus of the skill to be improved. It is related to the students' need who wanted to communicate in English orally. The learners realize that speaking is one of the most difficult skills they have to face, and one frustration commonly voiced by the students is that they have spent many years studying English but they still cannot speak it. Brown (1994) labels speaking as the most challenging skills for the

students because of the set of features that characterize oral discourse; contractions, the use of slang and idiom, stress, rhythm and intonation, and the need to interact with at least one other speaker. For that reason, students tend to improve their skills in speaking skills to ease them function the language in communication.

Table 8 Topic in learning English

Question 4: From the topic below please choose the important topic that you need in learning English!

Prophet Muhammad <i>Pbuh</i> life story	83.77%	Very Important
Thematic Verses and Qur'an interpretation	80.7%	Very Important
As'adiyah and <i>AnreGurutta</i> KH. M. As'ad's life story	80.48%	Very Important
<i>Adab</i>	79.82%	Very Important
<i>Fiqh</i>	79.82%	Very Important
Woman in Islamic Perspective	79.16%	Very Important
Islam and Science	78.94%	Very Important
Story in Qur'an	78.07%	Very Important
Islam and Health	76.75%	Very Important
Islamic Culture and Art	76.53%	Very Important
Islam and Social life	76.31%	Very Important
History of Islamic Development	4.38%	Not Important
Islam and Muslim life overseas	0.65%	Not Important
Islam and Peace	0.65%	Not Important

Table 8 displayed information about all the subjects in Ma'had Aly. It shows that all the subjects are considered very important to be learned in English. However, majority students tend to choose the subject about Prophet Muhammad *Pbuh* life story. It implies that the students want to be able to tell the story about Prophet Muhammad *Pbuh* in English. It really engages the students' motivation to spread the story in sing English. In other hand, there are three topics that considered not important for the students they are Historic of Islamic Development, Islam and Muslim life overseas, and Islam and Peace.

The needs of the student towards the Islamic topics and the topics which related to their focus of study i.e. Tafsir Qur'an also described below:

Extract 9

YY : *saya rasa pertama sejarah-sejarah nabi ee kemudian sejarah Ma'had tentunya perkembangan Islam Nusantara dan apalagi yah bagaimana Islam itu pengkajiannya itu sendiri, saya rasa itu yang perlu ditekankan*

[I think (the important topic) first is prophet stories, then the story of Ma'had, the development of Islam Nusantara, and what else.. Islamic studies itself. I think those (topics) should be highlighted].

(Interviewed on 31st August 2019)

Table 9 Grammar in learning English

Question 5: How important do you need to understand the grammar items below in learning English?

Present Tense	80.7%	Very Important
Pronoun	80.7%	Very Important
Past Tense	80.48%	Very Important
Future Tense	80.48%	Very Important

Perfect Tense	80.26%	Very Important
Noun	79.82%	Very Important
Number	79.82%	Very Important
W-h Question	79.82%	Very Important
Verb	79.60%	Very Important
Adverb	79.38%	Very Important
Preposition	79.38%	Very Important
Degree of Comparison	79.38%	Very Important
Yes-No Question	79.38%	Very Important
Determiner	79.16%	Very Important
Some/any, much/many, a little/a few	79.16%	Very Important
Conjunctions	79.16%	Very Important
Countable and uncountable	78.94%	Very Important
Demonstrative	78.72%	Very Important
Adjective	67.32%	Important
Active and Passive Voice	67.10%	Important
Conditional Sentence	66.88%	Important
Subject verb agreement	66.66%	Important
Modals	66.66%	Important
Affixes	65.57%	Important

Table 9 presented about learning grammar as Tafseer Qur'an students in Indonesian Islamic Higher Education. The data shows that 20 topics about grammar are very important, while four topics are important. It implies that all the subjects are important to learn. The students need all the topics in order to understand grammar. It is because the students' abilities are still less in grammar and vocabulary as it has shown in the table 2 about students learning problems.

Based on the data which is displayed above, grammar is considered as important skill to learn English. It is supported through the percentage of each items of grammar skill. The result has showed that the students in Indonesian Islamic Higher Education want to improve their grammar skill. Debata (2013:482) asserts that it is important to study grammar when learning a foreign language like English language. It needs to study its grammar due to the importance of grammar cannot be ignored or neglected.

c. Learning Situation Analysis

Learning needs refers to the students' needs situation which intends to unveil how the learners learn, what is their learning background, what methodology will appeal to them, what sort of technique are likely to bore them, what their interest are, what teaching styles are they used to, what is their attitudes to English, and so forth. To answer those questions, patterns and styles of students' learning preferences were investigated by identifying their attitudes in learning English.

Through the learning situation analysis, the researcher drew an illustration on how the students learn the language which in turn can assist the lecturer to give the most appropriate teaching methods, strategies and provide some challenge activities in teaching which trigger the students to achieve better learning outcomes.

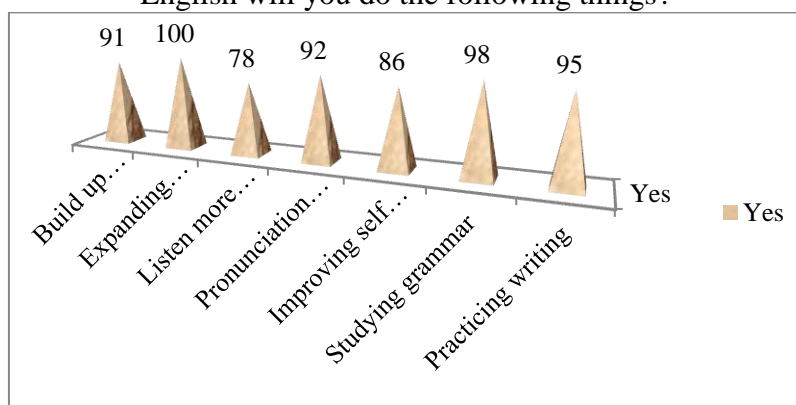
1) Learning solution

This part aimed to uncover the solution of learning problems that perceived by the students and lecturer in their teaching and learning activities.

This information may help the lecturer to set up better teaching strategies, course material, and even provide some extra class work to cure the students learning deficiency and accelerate the achievement of the target need.

Table 10 Students' learning problem solution

Question 9: Based on the question number 8, to improve your skill in English will you do the following things?



The table 10 shown that the learning solution which students had chosen as the way to assist the students in improving their English skills as expanding vocabulary comes in the first place. It is considered as a solution which can assist the student to improve their English skills. Wilkins (1972:112) wrote that without vocabulary nothing can be conveyed. It indicates that how importance vocabulary to be mastered in learning language, particularly English language. Vocabulary becomes a fundamental component in learning a certain language because vocabulary used to form the ideas into some words and arrange it into a phrase, clause, sentence and paragraph. Moreover, Lewis (1993:89) argues that lexis is the core or heart of language.

Furthermore, studying grammar is claimed as students' learning solution which helps the students to improve their skills. As the one of language component, grammar has a crucial role in learning English. By mastering language grammar, the students can convey their ideas well (Wilkins (1972:111). In addition, practicing writing is viewed as learning solution because the more practice the most students will be accustoms to write in English. It will ease them to put their thought in a text.

The other solution is pronunciation practice. It can be denied that pronunciation as one of the most difficult skills to acquire and students should spend lots of time ti improve their pronunciation (Gilakjani, 2016:1). Moreover, Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation. The essential role of pronunciation encourages the students to get pronunciation practice. In addition, to cover students problem in learning English, students claimed that they need to build up concentration and listen more about English. Lastly, improving self-confidence also put as learning solution.

2) Learning attitude.

According to Brown (1995:44), an attitude in learning needs is analyzed to uncover information about how well the students like studying in a program. Learning attitudes, in this case, refers to the students' belief and habitual way of learning which is normally affected by the students' learning style. Moreover, Willing (1988) in Nunan (2015:158) admitted that the identification of learning style connection to the students' learning strategies had indicated some classifications of learner with particular kinds of activity they tended to like. A 'concrete' learner tends to like games, pictures, films, video, using cassettes, talking in pairs, and practicing English out of the class, 'analytical' learners tend to learn grammar, studying English books and reading newspapers, enjoy studying alone, finding their own mistakes and working on problem set by the lecturer, while 'communicative' learner tend to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of the class, learning new word by hearing, and learning by conversation, and finally 'authority-oriented' learner prefer the teacher to explain everything, like to have their textbook, to write everything in a notebook to study grammar, to learn reading and to learn new word by seeing them.

Consequently, the mismatch between students' learning style and learning activities provide in the course ends up on the ineffectiveness language teaching and learning as the boredom shaped the students' effort learning which further affecting the unwillingness to engage in the classroom activity. To this end, various interesting activities suggested by Ur (1996) were used to advocate the students' learning preference in terms of their learning style. To complete this part, it is important to align students' learning style and lecturer teaching style.

a) Learning preference

Table 11 Students' learning performance

Question 11: Which activities do you like in studying English?

No.	Activities	Option	Students		Lecturer		Average
			F	%	F	%	
Listening							
1	Drawing the object based on the instruction	Yes	31	54.38%	0	0%	27.19%
		No	26	45.61%	1	100%	95.61%
2	Marking based on the sentences listened	Yes	41	71.92%	0	0%	35.95%
		No	17	29.82%	1	100%	64.91%
3	Giving a short response to the correct or false statement	Yes	51	89.47%	1	100%	94.73%
		No	6	10.52%	0	0%	5.26%
4	Guessing an object based on the definition	Yes	43	75.43%	1	100%	87.71%
		No	14	24.56%	0	0%	12.28%
5	Answering lecturer's question directly	Yes	34	59.64%	1	100%	79.82%
		No	23	40.35%	0	0%	20.17%
6	Retelling the story	Yes	36	63.15%	1	100%	81.57%
		No	21	36.84%	0	0%	18.42%
7	Repeating the pronunciation	Yes	46	80.70%	1	100%	90.35%
		No	11	19.29%	0	0%	9.64%
Speaking							
1	Describing picture	Yes	46	80.70%	1	100%	90.35%
		No	11	19.29%	0	0%	9.64%
2	Describing different pictures	Yes	30	52.63%	0	0%	26.31%
		No	27	47.36%	1	100%	97.36%
3	Telling story	Yes	51	89.47%	1	100%	94.73%
		No	6	10.52%	0	0%	5.26%

4	Debate	Yes	32	56.14%	0	0%	28.07%
		No	25	43.85%	1	100%	71.92%
5	Role plays	Yes	39	68.42%	1	100%	84.21%
		No	18	31.57%	0	0%	63.14%
6	Interview	Yes	40	70.17%	1	100%	85.08%
		No	17	29.82%	0	0%	14.91%
7	Procedure	Yes	37	64.91%	0	0%	32.45%
		No	20	35.08%	1	100%	85.08%
8	Presentation	Yes	40	70.17%	1	100%	85.08%
		No	17	29.82%	0	0%	14.91%
9	Discussion	Yes	48	84.21%	1	100%	92.10%
		No	9	15.78%	0	0%	7.89%
Reading							
1	Pre-question (general question is giving before reading)	Yes	36	63.15%	0	0%	31.57%
		No	21	36.84%	1	100%	68.42%
2	Compose and answer your own question	Yes	42	73.68%	0	0%	36.84%
		No	15	26.31%	1	100%	63.15%
3	Provide a title (suggest a title after reading)	Yes	49	85.96%	1	100%	92.98%
		No	8	14.03%	0	0%	7.01%
4	Summarize (summarize the content in a sentence or more)	Yes	44	77.19%	0	0%	38.59%
		No	13	22.8%	1	100%	61.4%
5	Guessing the next idea of the story	Yes	44	77.19%	0	0%	38.59%
		No	13	22.80%	1	100%	61.4%
6	Finding an error analysis in the next	Yes	23	40.35%	1	100%	70.17%
		No	34	59.64%	0	0%	29.82%
7	Comparing two texts and find out the similarity and difference of the text	Yes	38	66.66%	0	0%	33.33%
		No	19	33.33%	1	100%	66.66%
8	Re-presentation of the text (illustrating events using items, diagram, picture etc.)	Yes	44	77.19%	0	0%	38.59%
		No	13	22.8%	1	100%	61.4%
Writing							
1	Reviewing a prefer book	Yes	32	56.14%	0	0%	28.07%
		No	25	43.85%	1	100%	71.92%
2	Composing instructional/prsedural sheets, taking ritual ablution or <i>tayammum</i>	Yes	40	70.17%	0	0%	35.08%
		No	17	29.82%	1	100%	64.91%
3	Writing a story based on the pictures	Yes	41	71.92%	0	0%	35.96%
		No	16	28.07%	1	100%	64.03%
4	Describing a particular event or condition	Yes	41	71.92%	1	100%	85.96%
		No	16	28.07%	0	0%	14.03%
5	Correcting the spelling	Yes	38	66.66%	0	0%	33.33%
		No	19	33.33%	1	100%	66.66%
Vocabulary							
1	Translating to the vocabulary	Yes	52	91.22%	1	100%	95.61%
		No	5	8.77%	0	0%	4.38%
2	Identifying an error in spelling	Yes	43	75.43%	1	100%	87.71%
		No	14	24.56%	0	0%	12.28%
3	Memorizing vocabulary on the dictionary	Yes	52	91.22%	1	100%	95.61%
		No	5	8.77%	0	0%	4.38%
4	Listing word classes	Yes	41	71.92%	1	100%	85.96%
		No	16	28.07%	0	0%	14.03%
5	Matching (synonym, antonym, definition)	Yes	46	80.7%	0	0%	40.35%
		No	11	19.29%	1	100%	59.64%
6	Gap filling	Yes	47	82.45%	1	100%	91.22%
		No	10	17.54%	0	0%	8.77%
7	Multiple choice	Yes	56	98.24%	1	100%	99.12%

		No	1	1.75%	0	0%	0.87%
8	Targeting to memorize vocabulary	Yes	45	78.94%	0	0%	39.47%
		No	12	21.05%	1	100%	60.52%
Grammar							
1	Memorizing tenses formula	Yes	45	78.94%	1	100%	89.47%
		No	12	21.5%	0	0%	10.75%
2	Identify an error	Yes	38	70.37%	1	100%	85.18%
		No	19	33.33%	0	0%	16.66%
3	Completing the sentence with the correct grammar	Yes	46	80.70%	1	100%	90.35%
		No	11	19.29%	0	0%	9.64%
4	Composing sentence using correct grammar	Yes	47	82.45%	1	100%	91.22%
		No	10	17.54%	0	0%	8.77%
5.	Translating sentence	Yes	33	57.89%	1	100%	78.94%
		No	24	42.10%	0	0%	21.05%
Pronunciation							
1	Learning from dictionary	Yes	51	89.47%	1	100%	94.73%
		No	6	10.52%	0	0%	5.26%
2	Imitating the teacher	Yes	54	89.47%	1	100%	94.73%
		No	6	10.52%	0	0%	5.26%
3	Learning from native speaker recording	Yes	43	75.43%	1	100%	87.71%
		No	14	24.56%	0	0%	12.28%
4	Tongue twister	Yes	43	75.43%	0	0%	37.71%
		No	14	24.56%	1	100%	62.26%
5	Learning and performing dialogue	Yes	45	78.94%	1	100%	89.47%
		No	12	21.05%	0	0%	10.52%
6	Repetition of drilling	Yes	51	89.47%	1	100%	94.73%
		No	6	10.52%	0	0%	5.26%

Table 11 shows that students' preferences through their learning performance which are included some activities in each skill of English. It is clear that most of the activities in the table 4.15 received positive response ($\geq 50\%$) from both of the target groups of respondents. These finding indicate that the need for various activities in the English teaching-learning process is high since they may trigger the students' motivation in learning. Hutchinson and Waters (1987:139-140) suggested to apply a wide range of technique such as information gaps, variety of activities, topics or learner roles and etc.

b) Methodological preference

For another reason to investigate students' learning attitudes is to match the students' learning style and the lecturer's teaching style for the success of the language learning. Nunan (2015:159). Claimed that the ineffectiveness may occur in our teaching when our teaching styles do not suit to the students; learning styles. Generally, analytical learner may work effectively alone and at their pace, while global learner work more effectively in groups. The lecturer should be aware of this condition.

The aim of asking this question was to obtain information about what teaching methodology the student expect from the English course. Therefore, the students will be motivated to participate in English course and achieve the goals as a result of receiving input in the way that suits to their expectation.

Table 12 Students' methodological preference
Question 12: Which methods do you like in learning English?

No.	Methods	Option	Students		Lecturer		Average
			F	%	F	%	
1.	Learn individually	Yes	25	43.85%	1	100%	71.92%
		No	32	56.14%	0	0%	28.07%
2.	Learn in pair	Yes	47	82.45%	1	100%	91.22%
		No	10	17.54%	0	0%	8.77%
3.	Learn in a small group	Yes	50	87.71%	1	100%	93.85%
		No	7	12.28%	0	0%	6.14%
4.	Learn in large group	Yes	37	64.91%	1	100%	82.45%
		No	20	35.08%	0	0%	17.54%
5.	Learn outside the class	Yes	56	98.24%	1	100%	99.12%
		No	1	1.75%	0	0%	0.87%
6.	Learning with using games	Yes	49	85.96%	1	100%	92.98%
		No	8	14.03%	0	0%	7.01%
7.	Doing task	Yes	38	66.66%	1	100%	83.33%
		No	19	33.33%	0	0%	16.66%
8.	Learn using pictures	Yes	48	84.21%	1	100%	92.10%
		No	9	15.78%	0	0%	7.89%
9.	Learn using video, audio recording and movie	Yes	52	91.22%	1	100%	95.61%
		No	5	8.77%	0	0%	4.38%

Obviously, the answer varied when the students asked about methodological preference. The data above shows that the percentage of the students' need appropriate methodology is large enough. Therefore, it was suggested that the lecturer should provide powerful teaching methodology in the class. In particular circumstance, one method may work better than others. Thus, it is quite logic to say that no method better than others for all teaching situation. Considering the classroom management by dividing up the time between group work and individual work, and there are also times when lecturer needs to break for a while before all-class discussion in order. There are a lot of iterations on individual, pair, group, lecturer only, students only, and even everyone together that lecturer can use to ensure that there should something for everyone and keeping those all things are interesting and effective for the students and for the lecturer. Furthermore, the students' preferences of the way to learn English are considered to imply in the ELT process.

CONCLUSION

This research was marked the way the students explored their needs in learning English. From the findings and discussion about the result of the research, some points about students' needs in learning English is concluded that the result of need analysis in previous chapter can be drawn that the students possess some problem in learning English which they have limited vocabulary and lack of grammar complexity. Most of the students hope that English will be useful to be used at the process of learning context that help the students mastering English either for Islamic context, particularly Tafseer Qur'an, or for daily life context. The students' priorities in English skills are speaking and

listening skills, because they need to develop their own expertise in delivering Qur'an or Islamic matters either in real life. In Addition, the students show positive response to the topics, some important grammar items, and interesting activities to be consider in the English course which could be later delivered in their preference learning material. This reflects the theory of Need Analysis (NA) proposed by Hutchinson and Waters (1987) & Dudley-Evans & St. John (1998).

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